



UW-Madison Art Education Practicum Evaluation

Student: _____

Cooperating Teacher: _____

School: _____

Quarter: _____

Please, provide an overall evaluation of your practicum student's work and performance in your classroom according to the following UW Madison School of Education Standards (just type right into this document), and email an electronic copy to your practicum student and to Mary Hoefflerle at hoefflerle@wisc.edu during the last week of the placement. This is not a public document and will only be kept on record in the Art Education Office and in the student's personal files.

Standard 1. Learner and Learning Environment		
Emerging	Proficient	
		Built rapport with students and contributed to a positive learning environment
		Initiated interactions with students, providing encouragement, checks for understanding, assistance, and scaffolding. Related to and worked comfortably with a diverse student population (special needs, ELL/ESL, talented and gifted, multicultural).
Comments:		



Standard 2. Planning		
Emerging	Proficient	
		Lesson planning reflects the practicum student's accurate knowledge of art skills, techniques, artistic processes, art concepts and vocabulary.
		Lesson plans include clear learning objectives and sequence of activities appropriate for the selected age group AND discussed the plan with you in advance.
		The student thoroughly prepared for their lesson (materials, tools, technology, handouts, visual aids, etc.) and planned for any necessary adaptations for special needs.
Comments:		

Standard 3. Engagement and Instruction		
Emerging	Proficient	
		Verbal presentation skills: use of art vocabulary, articulated project's learning objectives in age-appropriate language, effective volume/voice level and eye contact, etc.
		Asked open-ended, student-centered questions to promote deeper thinking and engage attention during introduction to projects or demonstrations.
		Classroom management: planned and facilitated the distribution and clean up of art materials
		Behavior management: effectively addressed disruptive situations, commanded and held student attention, kept students moving through each step of the lesson at an effective pace, and monitored student activity in all parts of the classroom (whole group awareness).
Comments:		

Standard 4. Assessment		
Emerging	Proficient	
		Conducted formative assessment of student's progress and learning (scaffolding), provided one-to-one assistance, and utilized questioning strategies to deepen student learning
		Planned and used some method of summative evaluation of student work
Comments:		

Standard 5. Professionalism		
Needs Attention	Good!	
		Professional attire/dressed appropriately
		Punctuality: arrived early or on time EVERY day of practicum
		Demonstrated initiative and self-motivation (volunteered to help you with a variety of teaching tasks like prepping art materials, clean up at the end of the day, help with minor student behavioral problems, etc.)
		Accepted your constructive criticism with humility and not defensiveness
		Healthy teacher disposition: showed interest in and caring for students, demonstrated enthusiasm for their work as art educators, and carried themselves with confidence and poise
		Inquisitive and reflective: asked you for feedback and posed thoughtful questions about curriculum, pedagogy, and other important aspects of teaching.
Comments:		